

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2016 MAR 29 AM 11:05 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
San Saba ISD	206-901		
Vendor ID #	ESC Region #	DUNS #	
74-6002257	15	045601713	
Mailing address	City	State	ZIP Code
808 W. Wallace	San Saba	TX	76877

Primary Contact

First name	M.I.	Last name	Title
Leigh Ann		Glaze	Superintendent
Telephone #	Email address		FAX #
325-372-3771	lglaze@san-saba.net		325-372-5977

Secondary Contact

First name	M.I.	Last name	Title
Michael		Bohensky	Assistant Superintendent
Telephone #	Email address		FAX #
325-372-3771	mbohensky@san-saba.net		325-372-5977

Part 2: Certification and Incorporation

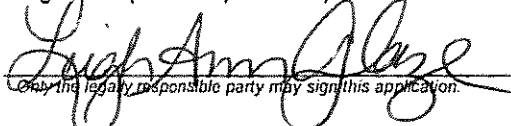
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Leigh Ann		Glaze	Superintendent
Telephone #	Email address		FAX #
325-372-3771	lglaze@san-saba.net		325-372-5977

Signature (blue ink preferred)

Date signed



3/21/2016

701-16-102-103

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Standard Application System (SAS)

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Authorized Official:

First name	M.I.	Last name	Title
Leigh Ann		Glaze	Superintendent
Telephone #	Email address		FAX #
325-372-3771	lglaze@san-saba.net		325-372-5977
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

San Saba Independent School District (SSISD) is requesting \$457,852 in 21st CCLC grant funds to implement the first-ever ACE Program. Grant funds will enable SSISD to create high-quality, community-oriented, learning centers at the Elementary and Middle School. These centers will provide students and families who are most in need, with access to new and different educational opportunities outside of the regular school day.

Overview of Community & School District -- The SSISD Site Based Decision Making (SBDM) Committee collected and analyzed the following data as part of a comprehensive needs assessment: Geographically, SSISD is located in the City of San Saba, which has approximately 3,000 residents and is situated near the geographical center of Texas. San Saba is located 90 miles from a city with a population of 50,000 or more, making San Saba not only rural but "remote and isolated" as defined by the National Rural Education Association. The community of San Saba is so small there is no Boys or Girls Clubs of any kind or any type of alternative learning centers such as a Sylvan Learning Center. Economically, the community of San Saba is poor as 30.9% of the families with children under 18 are living in poverty and 40% of the families with children under the age of 5 are living in poverty, according to the 2010 Census data. The per capita income for families in San Saba is \$14,554, as compared to \$26,513 for the State of Texas. The low income is a reflection of the rural agriculture economy. Farming, ranching and pecans are a way of life in San Saba. Ethnically, San Saba is diverse with 60% White and 40% Hispanics. Academically, the community is under-educated as the census data shows only 42.4% (persons age 18-24) have a high school diploma and only 10% of the adults possess a bachelor's degree.

Similar data exists among the students at San Saba ISD. Approximately, 710 students are enrolled in grades PreK-12 on 3 campuses, an elementary, middle school, and high school campus. All 3 campuses are eligible for schoolwide programs under Title 1, Section 1114. Economically, 65.8% of the PreK-12 students are disadvantaged, qualify for free/reduced meals and are living in poverty; 16.6% are Limited English Proficient or English is their Second Language; 12% students are identified as highly-mobile and 10 students at both the elementary and middle school campus are identified as homeless. Ethnically, the Prek-12 students are diverse with 43.8% White and 54.1% Hispanic students. Academically, an overwhelming 43% of the PreK-12 students are identified as at-risk and 10.7% are participating in special education programs. With these high percentages, the SBMD Committee found glaring discrepancies in STAAR scores when you compare sub-groups of economically disadvantaged, at-risk, highly mobile, homeless, special education, ELL and minority students to their white counterparts who are not in subgroups. Financially, San Saba ISD operates with VERY limited financial resources. A large portion of the school district revenue comes from property taxes and most property in San Saba is agricultural exempt. As a result, the property value is reduced and few tax dollars are collected by the school district.

Need for the program -- The above-mentioned data serves as the driving force behind SSISD and the Board of Trustees commitment to help students and their families who are most in need. An alarming number of economically disadvantaged, at-risk, special education, ELL and minority students are low performers on state assessment tests and would benefit academically if they had the opportunity to participate in extended learning opportunities. However, students living in San Saba have no place to go to receive supplemental educational services and supports. No YMCA, Boys or Girls Club or Sylvan Learning Center exists. There are no colleges or universities in San Saba. The Superintendent identified 40-50 elementary and middle school students who "hang-out" after school. These students stay at school until their parents pickup them after work. These are typical latch-key students who live in town, but don't want to go home to an empty house and their parents do not have the financial resources to pay for them to participate in fee-based activities such as art, music, etc. Many families and working families have educational and social needs that go unmet because of the limited resources available in the small community of San Saba. Families living in San Saba do not have access to the same level of supports and services that are found in large, urban cities. Furthermore, San Saba ISD would like to offer programs before school and afterschool; however, the district does not have the financial resources to fund high-quality extended learning programs. Though the district has limited financial resources,

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

the district is fully committed to sustaining this project beyond the grant period.

Program to be implemented – The San Saba ACE Program was developed around the premise that successful community-oriented school programs actively engage students and their working families in learning. With this in mind, the ACE Program will operate before school, after school and during the summer with a Project Director (PD) who will oversee the entire ACE Program along with two Site Coordinators (SC) who will oversee the daily operation of the centers. A center will be located at San Saba Elementary School (K-4) and at San Saba Middle School (5-8). Both centers will operate 12.50 hours per week for 29 weeks during the school year and be open 16 hours a week for 6 weeks during the summer. The San Saba ACE Program is aligned with Texas ACE research principles and based upon these Four Components: 1) academic support; 2) enrichment opportunities; 3) family engagement and education; and 4) college/career prep. The academic support activities include a homework assistance and tutoring to reinforce math, reading, science, and social studies skills taught during the day and help students meet local and state academic achievement. Enrichment opportunities will be free of charge and centered around these themes: art, music, cooking, photography, fitness/recreation, character education, counseling, and drug prevention. A Family Engagement Specialist will be hired to plan and oversee all family engagement activities that will strengthen parent involvement in their child's education, increase involvement in school activities, as well as improve literacy development, improve parents' education levels, and provide social supports to families and working families in need. College and career prep activities will be geared to to increase workforce awareness, and job and/or college readiness among students and their families. The San Saba ACE activities will be well-rounded and help students and families overcome the overwhelming barriers and gaps that exist in San Saba schools and the community of San Saba. All academic programs will be delivered by highly-qualified SSISD teachers. Enrichment programs will be delivered by SSISD teachers and community partners such as San Saba Youth Sports, Texas A&M Agrilife Extension Office and other organizations in the community who will provide single services. Family engagement activities will be delivered by the FES and Hill Country Community Action who will provide social services and supports. It is important to mention the San Saba ACE Program will operate under the watchful eye of a Community Advisory Council who will meet quarterly to plan, evaluate and sustain the San Saba ACE Program.

Target Group – Though **NO** elementary or middle school student will be turned away from participating in ACE program activities, this project will specifically target students who are identified as economically disadvantaged, academically at-risk of academic failure, ELL/ESL learners, highly-mobile, homeless and those who participate in special education programs along with their working families. It is these students who are expected to be identified as "regular students" and participate in the required 45 days of programming. It is also important to mention that students who have excessive absences, have been truant, suspended or expelled, will also be referred to participate in ACE Program activities.

Goals and Objectives – The Goal of the San Saba ACE program is the same goal of the Texas ACE goals which is to improve student outcomes in the areas of academics, attendance, positive behavior, promotion rates and graduation rates, and increased family involvement. Objectives of this grant are to effectively serve K-8th grade students and their families through before school, after school and summer opportunities. These opportunities will positively impact the students in ways that can be measured through improved academics and attendance, fewer discipline incidents, increased promotion rates and graduation rates, and increased family involvement. The specific measurable objectives of the San Saba ACE Program are outlined below on Schedule #15 – Project Evaluation.

Expand existing services—This ACE Program will expand the existing small scale reading/literacy program that consists of a Scholastic Book Fair and Family Literacy Night to include additional days of Family Literacy Night, student literacy programs and expanded offerings of adult basic education, adult literacy and adult ESL programs. The current 20 day summer school program is for students who fail a STAAR exam or a core course. To supplement summer school, SSISD will use 21st CCLC funds to operate a separate 6 week program that targets students beyond their performance on STAAR or core courses. New and first-time services -- San Saba will offer the first-ever before-school and after school program; hire the first-ever Family Engagement Specialist and establish the first-ever Family Resource Center.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$262,459	\$0	\$262,459
Schedule #8	Professional and Contracted Services (6200)	6200	\$55,000	\$6,000	\$61,000
Schedule #9	Supplies and Materials (6300)	6300	\$63,000	\$0	\$63,000
Schedule #10	Other Operating Costs (6400)	6400	\$47,393	\$0	\$47,393
Schedule #11	Capital Outlay (6600)	6600	\$24,000	\$0	\$24,000
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$451,852	\$6,000	\$457,852
Percentage% indirect costs (see note):			N/A	\$16,892	\$16,892
Grand total of budgeted costs (add all entries in each column):			\$451,852	\$22,892	\$474,744
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$457,852
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$22,892

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	7		\$80,238
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$45,000
5	Site coordinator (required)	2		\$80,000
6	Family engagement specialist (required)	.5		\$12,500
7	Secretary/administrative assistant	.5		\$12,500
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19				\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$230,238
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$32,221
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$32,221
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$262,459

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 206-901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Project Evaluator for two Centers	\$ 6,000
2	Leader In Me Training for Teachers delivering ACE Programs	\$15,000
3	Subcontractors who will deliver ACE programming to students and their families	\$30,000
4	Janitorial Services at the Elementary and Middle School Center	\$10,000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$61,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$61,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 206-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$63,000
Grand total:		\$63,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 206-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$2,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$45,393
Grand total:		\$47,393

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 206-901

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2	Laptops for PD, SC, FES	4	\$1,000	\$4,000
3	Printer for PD, SC, FES	4	\$200	\$800
4	Computer for Family Resource Center	1	\$1,000	\$1,000
5	Printer for Family Resource Center	1	\$200	\$200
6	iPad Cart with 20 iPad	2	\$9,000	\$18,000
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$24,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			480 students in grades K-8	
Category	Number	Percentage	Category	Percentage
African American	4	2%	Attendance rate	96.8%
Hispanic	292	54%	Annual dropout rate (Gr 9-12)	NA
White	227	43%	Students taking the ACT and/or SAT	NA
Asian	3	1%	Average SAT score (number value, not a percentage)	NA
Economically disadvantaged	376	68%	Average ACT score (number value, not a percentage)	NA
Limited English proficient (LEP)	110	18%	Students classified as "at risk" per Texas Education Code §29.081(d)	45%
Disciplinary placements	1	1%		

Comments

This grant proposes to serve grades K-8 therefore dropout rate and ACT/SAT data is not applicable.

12% of the K-8 students are identified as highly-mobile.

4% (20) K-8 students are identified as homeless.

10% of the K-8 students are participating in special education programs.

Code of Conduct Offenses (discipline incidents)

San Saba Elementary - 2 students with one offense each

San Saba Middle - 15 students with 1 offense; 3 students with 3 offenses; 5 students with 2 offenses; 1 student with 5 offenses; 1 student with 9 offenses

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	1	2%	Bachelor's degree	36	82%
White	42	96%	Master's degree	7	17%
Asian	1	2%	Doctorate	1	1%
1-5 years exp.	11	24%	Avg. salary, 1-5 years exp.	33,000	N/A
6-10 years exp.	7	17%	Avg. salary, 6-10 years exp.	39,000	N/A
11-20 years exp.	15	34%	Avg. salary, 11-20 years exp.	46,000	N/A
Over 20 years exp.	7	15%	Avg. salary, over 20 years exp.	47,000	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public		54	66	71	41	48	51	40	52	57					480
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:		54	66	71	41	48	51	40	52	57					480

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Schedule #13—Needs Assessment

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SSISD Site Based Decision Making (SBDM) Committee conducted a comprehensive needs assessment to accomplish three things: 1) identify and pinpoint needs, gaps, barriers and weaknesses that exist; 2) identify which campuses, grade levels, and student populations are most in need of the ACE Program; and 3) identify all resources and assets that can be used as part of the ACE Program. It is important to note the data collected for this grant application will serve as the baseline data.

The SBDM Committee collected and analyzed objective student data including, the 2014-15 Texas Academic Performance Report, 2014-15 PEIMS data, and 2014-15 district/campus data. From this data, the Committee documented that all 3 campuses are eligible for schoolwide programs under Title 1, Section 1114 and are eligible to participate in the ACE grant. They documented the district attendance rate is just 96%. They were alarmed to find that 65.8% of the PreK-12 students are identified as economically disadvantaged; 6.6% are Limited English Proficient or English is their Second Language; 10 students at both the elementary and middle school campus are identified as homeless; and 12% of elementary students and middle school students are highly-mobile. The committee firmly believes being economically disadvantaged, or ESL/ELL, homeless or highly-mobile is a **barrier** to academic success. This same data showed the PreK-12 students are diverse with 43.8% White and 54.1% Hispanic students; an overwhelming 43% of the PreK-12 students are identified as at-risk; 10.7% are participating in special education programs; and students are participating in risky behaviors as 17 students had anywhere from 1 to 9 Code of Conduct offenses (discipline incidents). Furthermore, the committee found glaring **gaps** in STAAR scores when comparing sub-groups of economically disadvantaged, at-risk, highly mobile, homeless, special education, ELL and minority students to their white counterparts who are not in subgroups.

The committee also reviewed the latest Census data and found the community of San Saba to be **diverse** with 60% White and 40% Hispanics and **poor** as 30.9% of the families with children under 18 are living in poverty and 40% of the families with children under the age of 5 are living in poverty. The per capita income for families in San Saba is \$14,554, as compared to \$26,513 for the State of Texas. They also found the community to be **under-educated** as the census shows only 42.4% (persons age 18-24) have a high school diploma and only 10% possess a bachelor's degree.

Once the SBDM Committee analyzed the student/ family data, they determined the elementary and middle school have the greatest needs and would benefit the most from a 21st CCLC grant. Next, they assessed the current resources available and documented that San Saba is so small there is 1) no Boys or Girls Clubs of any kind; 2) no alternative learning centers such as a Sylvan Learning Center; 3) there is a public library; however, there are only a handful of computers are available for community use; 4) after school programs offered in San Saba are fee-based; 5) all educational activities take place at San Saba ISD but only during regular school hours; and 6) a handful of local organizations can provide single services and serve on the Community Advisory Council. Based upon the needs and resources, the committee firmly believes offering before school, after school and summer programs will help students and working families overcome barriers and gaps so they can exceed and break the generational cycle of poverty that exists. The needs and activities are as follows:

Priority of Need	Proposed Activities Offered to Meet Needs
1. Increase academic achievement	Homework assistance, tutoring, reading clubs, robotics, science activities, math games, English language skills, STAAR/EOC prep, technology integration
2. Improve school day attendance	ACE teachers use innovative teaching methods that are fun, engaging and hands-on. Offer new and different activities (dance, martial arts, photography) that are not offered during the school day so student will want to come to school so they can participate in the extended learning.
3. Improve student behavior	Character education programs focused on leadership training, self-esteem, relationship skills, decision-making skills, resolve conflict, and reduce school bullying and violence.
4 & 5. Improve promotion and graduation rates	Small group instruction, intensive STAAR remediation, credit recovery/acceleration.
6. Increase working family involvement in school activity	Offer Family Literacy, parenting skills, adult ESL/GED courses, job readiness, open the library/ computer lab to working families; create the first-ever Family Resource Center

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve academic achievement among students who are: Economically disadvantaged At-risk ELL/ESL Highly mobile Homeless Special Education	Implementing a before school, after school, and summer program will address academic needs of those students who are struggling academically in the classroom or on STAAR/EOC assessments. Through ACE, students will receive an Individual Education Plan (IEP) noting their individualized and tailored instruction that reinforces skills taught during the school day. ACE will address the large number of disadvantaged students who have a need AND want to participate in a variety of academic enrichment activities but are unable to do so because of the fees. Finally, it will address the need to offer activities at a time that accommodates students and working families. Results: Improve academics as measured by grades, STAAR, EOC's, etc..
2.	Improve School Day Attendance	San Saba ACE program will address the need to increase the school attendance rate by offering a variety of learning opportunities that are fun, exciting, engaging and new to the students. Program will require teachers to use innovative teaching methods that include technology, STEM, and discovery. The variety of enrichment activities will be offered at no charge and will reflect the interest of the students and allow students to choose which activities are of interest to them. Students will want to come to school so that they can participate in the before school and after-school program. Results: Increase in school day attendance rate.
3.	Improve Student Behavior	San Saba ACE program will address the need to reduce the number of students engaging in Code of Conduct Offenses (discipline incidents). ACE activities will include implementing <i>The Leader in Me</i> research-based character education program that is focused on helping students improve their self-esteem, relationship skills, decision-making skills, ability to resolve conflict, and reduce school bullying and violence. Results: Fewer discipline incidents reported.
4.	Improve Promotion and Graduation Rates	San Saba ACE Program will address the need to reduce the number of students who are being retained and are at-risk of not graduating on time. These students will receive small group and individual instruction; and intensive STAAR remediation; and as for the middle school students they will have an opportunity to participate in the Odysseyware credit-recovery/acceleration programs; and all activities will align with high school/college entry requirements to promote graduation and post-secondary enrollment. Results: Increased promotion and graduation rates.
5.	Increase working families Involvement in school activities	San Saba ACE Program will address the gap in services available to working families by hiring the first-ever FES and creating the first-ever Family Resource Center so families will have the opportunity to participate in educational programs with their child, improve their own literacy and education, increase participation in school activities; strengthen the relationship between families and schools; and receive social supports. Results: The ACE Program will break the cycle of poverty and illiteracy by improving the educational opportunities low-income working families by integrating adult literacy or adult basic education, and parenting education into a unified family literacy program.

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Schedule #14—Management Plan

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Masters degree in education or related field; Principal's Certificate and 3 years experience as classroom teacher. 1 year supervisory experience; experience in budget management, data reporting; implementation, and evaluation; and youth programs. Fluent in Spanish is preferred.
2.	Site Coordinators	Bachelors degree in education. Teaching Certificate with 3 years experience as a classroom teacher. Experience in youth programs. Possess strong organizational and time management skills. Excellent written and verbal communication skills. Works well with others. Ability to communicate in Spanish.
3.	Family Engagement Specialist	Bachelors degree in education or social services related field. Have 3 years experience working in education, social service or family support. Understand diverse cultures and economic backgrounds. Experience with teaching effective parenting techniques. Possess strong organizational and time management skills. Excellent written and verbal communication skills. Works well with others. Ability to communicate in Spanish.
4.	Evaluator	Graduate degree in evaluation or related field; 5 years experience as a professional evaluator; experience with 21 st CCLC programs; experience with evaluations of federally funded grants

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Project Management	1. Spend 50% of grant funds	08/01/2016	01/30/2017
		2. Spend 100% of grant funds	02/01/2017	07/31/2017
		3. Provide School Board with quarterly Reports	08/01/2016	07/31/2017
		4. File Amendments as needed with TEA	08/01/2016	01/30/2017
2.	Extended Learning Opportunities	1. 75 % of targeted ACE students attend before school	09/06/2016	05/19/2017
		2. 75% of targeted ACE students will attend afterschool for 60 days.	09/06/2016	05/19/2017
		3. 80 % of targeted ACE students will attend afterschool/summer for 60 days	09/06/2017	07/28/2017
3.	Family Programs	1. Establish the first-ever Family Resource Center	08/01/2016	08/31/2016
		2. Contacts made with 50% of targeted families	08/01/2016	01/30/2017
		3. 50% of targeted families participate in ACE programs	08/01/2016	01/30/2017
		4. Contacts made with 80% of targeted families	08/01/2016	01/30/2017
		5. 80% of targeted families participate in ACE programs	08/01/2016	01/30/2017
4.	Evaluation	1. Community Advisory Committee (CAC) Meet	08/01/2016	07/31/2017
		2. Project Director make report to Superintendent and SSISD Board of Trustees	08/01/2016	07/31/2017
		3. Final Evaluation Report	06/01/2017	07/31/2017
		4. Sustain the project	08/01/2016	07/31/2017
5.	Professional Development	1. ACE Staff participate in TEA required Training	08/01/2016	07/31/2017
		2. ACE Staff participate in TEA Monitoring	08/01/2016	07/31/2017
		3. ACE Starr participate in TEA Technical Assistance	08/01/2016	07/31/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Once this application is approved, the SBDM Committee will no longer spearhead this project. Instead, a Community Advisory Council (CAC) will be formed to continue the work of the SBDM Committee. The CAC will meet quarterly to monitor the extent to which the San Saba ACE program activities are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the project is having on the program participants. As part of the evaluation process, the CAC will use the baseline data collected to by the SBDM Committee to continuously:

- 1) Solicit feedback.
- 2) Monitor the extent to which activities of the project were implemented as planned.
- 3) Assess the effectiveness of the activities in achieving the goals and objectives of the project and in meeting performance measurements.
- 4) Monitor and assess the impact of the project activities on all participants.
- 5) Extent to which the performance targets were met.
- 6) Provide ongoing monitoring which leads to reflective thinking, program change and continuous improvement.

The CAC will make adjustments to the program activities, curriculum, instruction, assessments, facilities, technology, professional development, budgeting and parent involvement as needed based on student data. All changes made at meetings will be carried out the Project Director, Site Coordinators and/or FES. Changes to the program will be communicated to teachers, students, parents and the community through face-to-face meetings, newsletters, emails, the newspaper, etc... Students and their parents will also have an opportunity to provide comments, suggestions and feedback regarding the project activities at school-sponsored meetings or through email correspondence with administrators. *It is the ongoing support of the teachers, students and parents that will ensure the San Saba ACE initiative at the elementary and middle school is a success and can be replicated among other small, rural districts serving large percentages of economically disadvantaged, at-risk, ELL/ESL, highly-mobile, homeless, special education and minority students.*

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Saba ISD currently offers a 20 day summer school program that is similar to the proposed ACE Summer program; however, SSISD funds this summer school program with both Title 1 Federal Funds and State Compensatory Education Funds. This summer school program is only offered to students who have failed a STAAR assessment or core course for the school year. In order to expand summer programs, while not supplanting funds, SSISD will use 21st CCLC to offer a separate 6 week summer program targeting ACE students who are most in need of additional educational services and supports. By coordinating Title 1 funds, with State Compensatory Education Funds and 21st CCLC grant funds, SSISD will maximize the effectiveness of each of these grant funds and provide services to the maximum number of students.

To ensure the San Saba ACE program continues after the grant period, the district administrators are fully committed to engage in a thoughtful and coordinated planning process with the Community Advisory Council to develop plans for sustaining the program. They will actively begin to look for funding sources to sustain the program over the long term, which will include an examination of what this grant initiative is trying to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints and available resources. The administrators are committed to budgeting funds to upgrade technology, educational tools, and materials to keep pace with the educational changes, technological changes, as well as parent and community expectations. They will also allocate funding for curriculum, instruction, technology, professional development special programs, student support programs, and supplemental educational programs.

San Saba ISD will also continue to be long-term partners with San Saba Youth Sports and the Texas A&M Agrilife Extension Office as they bring time, resources, and expertise to the program. Members of these organizations will continue to provide single services and serve as stakeholders and serve on SSISD Committees. Their role will be to continue to provide assistance and support directly to the district by developing goals, securing community buy-in, reviewing programs and activities, and project sustainability. The CAC will continually seekout other community partners who can provide student/family programs. It is expected for the number and types of partners to change over the years as the needs change.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Quantitative Evaluation: Student Academic Achievement (STAAR; Benchmark results)	1.	All student STAAR scores will increase by 10% from 2016 scores
		2.	Grades will increase by 10% from fall to spring
		3.	95% of all ACE students will be promoted to the next grade level
2.	Quantitative Evaluation: Student Attendance (School Attendance Records)	1.	Average daily attendance will increase by 1% in the regular school day
		2.	75% of regular ACE students will attend the ACE Program for 60 days
		3.	50% of regular ACE students will attend the ACE Program for 90 days
3.	Quantitative Evaluation: Student Discipline (Student Discipline Reports)	1.	Out of class time for discipline will decrease 10% for regular ACE students
		2.	90% of regular ACE students will have no documented discipline incidents
		3.	Student grades will increase by 10% from fall to spring
4.	Qualitative Evaluation: Parent and Student Focus Groups & Surveys	1.	75% of students will rate ACE program quality as "Excellent"
		2.	75% of parents will rate ACE program quality as "Excellent"
		3.	90% of parents & students will say they are satisfied with the ACE Program
5.	Qualitative Evaluation: Observations of ACE Staff & Students	1.	100% of ACE students are using STEM-based programs & technology
		2.	100% of ACE staff are engaged in hands-on instruction
		3.	Tutoring and homework assistance are 95% aligned with the school day

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process to collect data includes benchmark data, STAAR and EOC scores, quarterly reporting, scheduled management team meetings, and evaluations after each activity. Changes in program activities will be reviewed and recommended as a result of the final year report. Using a tiered-approach, quantitative and qualitative outcome components will be used in the evaluation process. **Quantitative measures** include required scheduled reports, attendance and discipline records, measurable decline of negative behaviors, satisfaction surveys, performance assessment data and number of times students and parents access the services. **Qualitative evaluation** methodologies such as interviews, surveys and focus groups will be utilized to determine if the project is being conducted in compliance with ACE guidelines and the grant management plan. Data collection methodologies such as evaluator observation and parent-teacher-student surveys will be used to assess program progress. Benchmark and STAAR scores will also be disaggregated and analyzed. The **Community Advisory Council**, with assistance from the external evaluator, is charged with refining, improving and strengthening the program. Formative evaluation will begin during project development and will continue through the life of the project. The intent is to assess ongoing project activities and provide information to monitor and improve the project that includes strategies and activities that will involve all participants in the quantitative and qualitative assessment of each activity. This will ensure that program changes can be made to ensure that the quality of the program implementation is maintained. These strategies include measures designed to show gains in student learning and skills as well as evidence of program impact on all stakeholders. Through quarterly visits the external evaluator will assess program progress and provide written feedback. The PD will communicate weekly with the SC to ensure that programming sessions and activities are of high quality and relevant to the curricula being used at each Center. Ongoing collaboration and involvement will ensure that recommendations for program improvement are discussed in a timely manner and dealt with promptly. Continual input from stakeholders will ensure quality in all activities and products. The PD will provide monthly briefings and the findings will be made available to the superintendent, the **Community Advisory Council** members, principals, and other interested stakeholders, sharing formative data. Findings will also be made available to school staff and to the public through the district website, the local newspapers and are available in the Superintendent's office.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All activities funded will be supplemental educational activities as they will be new and first-time activities offered only before school, after school and during the summer.

Academic activities may include homework assistance, tutoring, reading clubs, robotics, science lab activities, math games, STAAR/EOC prep and remediation, testing taking strategies, English language skills, technology integration, credit recovery, credit acceleration, essay writing, etc...

Enrichment activities arts and crafts, dance, board games, music, recreation/fitness, martial arts, photography, chess, health and nutrition, outdoor games, cooking, STEM activities, TEA approved field trips and *The Leader in Me* character education activities.

Student/family engagement activities the first-ever Family Engagement Specialist (FES) will be hired to plan to oversee all activities including adult ESL/GED, computer literacy, family counseling, family literacy, health and nutrition, family reading night, parenting classes and establish the first-ever Family Resource Center where parents can access information related to their specific needs and use a computer and printer.

College and career prep career counseling and exploration, college and career awareness, college and career goals, career field trips, and college days/fairs are just a few of the activities to be funded.

Travel safely to and from the center – Each student participating in ACE Programs will be required to complete a travel form designating how they will arrive and depart from ACE program activities. This form will be filed with the appropriate SC. Each week, the SC will assign ACE staff to designated locations outside the center to assist students who walk, ride in vehicles or ride SSISD buses to and from the center.

Walkers – SC will provide the ACE staff with a list of walkers and the ACE staff will assist them as they enter and leave the center using the school crosswalks.

Students riding in vehicles – SC will provide the ACE Staff with a list of students riding in vehicles and they will stand ready to assist students as they enter/exist cars through designated pickup and drop off lanes at each center.

Bus riders – SC will provide the ACE staff with a list of students and their assigned bus number. The staff will assist students as they enter and exit the bus.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE Project will use a variety of methods to get information out to students, teachers, families and community about the San Saba ACE Program. All recruitment materials will be printed in both English and Spanish and include information such as programs and activities offered, location, time, contact information, services available, enrollment, and other pertinent information. This information will be disseminated through a variety of methods including:

- ACE marketing materials and kits provided by TEA such as brochures/flyers, posters, door hangers, newsletter, and press release templates.
- Place brochures/flyers at local businesses, churches, and the post office & send home with students in backpacks and mail letters home. Will include a phone number so parents or family members can obtain additional information.
- Conduct a Program "Kick-Off" to inform students, parents, and local media about program and answer questions.
- Post information on the San Saba School Marquee, San Saba ISD Website, and the local newspaper.
- Create a Facebook page and Twitter account to keep students and community informed with up-to-date information.
- FES make phone calls to parents and conduct "old-fashioned face-to-face" meetings & home visits to families who do not speak English.
- Conduct an annual parent survey in May of each year.
- The Project Director will give ongoing progress reports to the Superintendent and Board of Trustees.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed academic activities will improve campus and student academic achievement as they will:

- be delivered by highly-qualified certified teachers who will assess student weaknesses and strengths and help each student address content deficits through one-to-one and small group tutorials and homework assistance.
- be aligned with and centered around reinforcing the ELA, science, social studies and math skills taught during the school day.
- use the same educational software used during school day such as StudyIsland, Istation, Imagine Learning, IXL Math
- use innovative teaching methods that include technology or hands-on games and discovery.
- use Odysseyware credit recovery and credit acceleration to allow students to work at their own pace, drill and practice; and complete core courses required for promotion and graduation.
- focus on reading interventions using iPads to ensure that all students are reading on grade level.
- include STAAR preparation and remediation and test taking strategies for students who are struggling academically.

The proposed enrichment activities will improve campus and student academic achievement as they will:

- be delivered by highly-qualified community partners who have expertise in delivering enrichment activities.
- include recreation, fitness, art, dance, music, cooking, and STEM activities will motivate students to come to school.
- include educational Field Trips to develop students' background knowledge and connect the real world.
- include *The Leader in Me* character education activities will help students make good choices and reduce discipline incidents.

The proposed college and career prep activities will improve campus and student academic achievement as they will:

- create a college and career culture by exposing students to careers/colleges through awareness, interest inventories, field trips and college days/fairs so students are prepared to enter college/workforce.

The proposed family involvement activities will improve campus and student academic achievement as they will:

- include family reading nights to help students improve literacy, fluency rates and English language skills.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SSISD takes great pride in coordinating state and federal funds to maximize funds and provide as many successful programs and services as possible. The district identified Federal Title 1 Funds, National School Lunch Program Funds and State Compensatory Funds are funds that can be coordinated with 21st CCLC funds to help those students most in need.

- Federal Title 1 funds can be coordinated as both the Elementary and Middle School are both eligible for schoolwide programs under Title 1, Section 1114. SSISD uses the Title 1 Funds to fund the existing 20 day summer school program that is similar to the proposed ACE Summer program; however, the Title 1 summer school program is only offered to students who have failed a STAAR assessment or core course for the school year. In order to expand summer programs, while not supplanting funds, SSISD will use 21st CCLC grant funds to offer a separate 6 week summer program targeting ACE students who are in need of additional services and supports over the summer.
- Federal National School Lunch Program (NSLP) – SSISD participates in this program as over 65% of the students are identified as economically disadvantaged and qualify for free/reduce meals. SSISD will seek to use NSLP funds to pay for the afterschool snacks for the economically disadvantaged students. For those students who do not meet NSLP guidelines, San Saba will use 21st CCLC grant funds to pay for snacks for those students.
- State Compensatory Education Funds are also used to fund the 20 day summer school program. As noted above, SSISD will use 21st CCLC grant funds to offer a separate 6 week summer program targeting ACE students who are in need of additional services and supports over the summer.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The entire San Saba ACE Program design is based on scientific research about why extended day programs are effective at promoting learning. Not only did the SBDM Committee look at research from experts in the field but they also looked at the data available from previous ACE Programs that are currently serving students. The data mirrored the research found at the state and national level - that students who are experiencing significant academic difficulties in school will likely continue a pattern of difficulty marked by academic failure, truancy and eventually dropping out. The SBDM Committee knows that many children are struggling to meet school standards due to academic challenges or language barriers and that an afterschool program can provide structure, offer connections with others, and provide more academic help.

1)The SBDM Committee specifically selected activities that adhere to the measures of effectiveness as described in Section 4205(f) of the ESEA, Title IV, Part B, as the activities are based upon an assessment of objective data, including the 2014-15 Texas Academic Performance Report, 2014-15 PEIMS data, 2014-15 district/campus data and 2010 Census data. This data was used regarding the need for before school, after school, and summer activities.

Using this objective data, the following measurable objectives were established:

- Improve academic achievement as measured by STAAR, EOC's, benchmarks, etc...
- Improve school day attendance as documented by school attendance records
- Decrease discipline incidents as documented by Discipline referrals and Code of Conduct Offenses
- Increase promotion and graduation rates
- Increase family involvement in school activities as documented through sign-in sheets, focus groups and surveys

2)It is also important to note the SBDM Committee fully understands the need to adhere to evidence based research regarding the design of the programs and activities. All activities are based upon the 21st CCLC research and the Texas ACE Four Component Activity Guide that says each activity must:

- be a minimum of 45 consecutive minutes in length and be planned for each hour a center is open;
- be intentionally developed using the Texas ACE Activity/Unit and Less Plan Worksheets found in the Texas ACE Blueprint;
- occur at the designated and approved center on a daily basis

Furthermore, a plan is in place for the Community Advisory Council to meet quarterly to continually collect and analyze **quantitative measures** such as reports, attendance and discipline records, satisfaction surveys, performance assessment data and number of times students and parents participate in ACE programs. Furthermore, **qualitative evaluation** methodologies such as ongoing interviews, surveys and focus groups will be utilized to determine if the project is being conducted in compliance with ACE guidelines and the grant management plan. Data collection methodologies such as evaluator observation and parent-teacher-student surveys will be used to assess program progress. Benchmark and STAAR scores will also be continually disaggregated and analyzed. All of this data will be used for local program evaluation to track, monitor, and report student growth in academics, attendance, fewer discipline incidents; increased promotion rates; and increased family involvement among these subgroups of students:

1. Economically disadvantaged
2. At-risk
3. ELL/ESL
4. Highly mobile
5. Homeless
6. Special Education

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Though the community of San Saba is small in size and with only 3,000 residents, the school district has a long-standing relationship with local community-based organizations and it is these organizations that have agreed to provide single services as well as serve on the Community Advisory Council. The organizations include San Saba Youth Sports and the Texas A&M Agrilife Extension Office.

San Saba Youth Sports (SSYS) is a 501c3 organization that provides educational and recreational services to the youth, ages 4-18, as they relate to the areas of self development in sporting activities, recreational activities, summer food programs, instructional programs, and any other educational activities that will benefit the community and the development of youth. SSYS has agreed to offer single services as related to health, fitness and recreation activities and with NO emphasis on team sports as part of the San Saba ACE Program.

Texas A&M Agrilife Extension Office is a unique 501c3 education agency with a statewide network of professional educators, trained volunteers, and county offices. It reaches into every Texas county to address local priority needs. As for the San Saba ACE Program, the San Saba County Agrilife Extension Office has agreed to partner with SSISD to provide instruction or assistance with one or more of the following activities:

- Junior Master Gardners
- Learn, Grow, Eat & Go!
- Fuel Up to Play 60
- Balancing Food and Play
- Walk Across Texas
- Photography
- Food and Nutrition
- Clothing and textiles
- Exploration in sciences (animal science, food science, astronomy, chemistry, etc..)
- Modern technology
- Development of fine motor skills and focus.

Hill Country Community Action, located in San Saba, Texas, is government social-service agency with a purpose to promote the reduction of poverty, the revitalization of low-income communities, and the empowerment of families and individuals in the service area to achieve economic self-sufficiency and maintain personal independence. For this project, Hill Country Community Action has agreed to provide ongoing services and supports to families by providing a variety of print materials at the Family Resource Center. The materials will provide families with access to information concerning housing assistance, food assistance, nutrition, medical/mental health programs, childcare, health and wellness, etc.. Hill Country Community Action will also coordinate with the FES to assist families in seeking additional services and supports offered through the Hill Country Community Action federally and state funded programs.

Furthermore, the school principal, nurse, and counselor will make referrals to Hill Country Community Action on behalf of students and their families for mental and physical health, housing, nutrition, etc... in instances when the district cannot help students and their families with specific needs.

These partnerships provide students most in need with access to activities and programs that they may not otherwise have access to do to their family's socio-economic status or background.

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Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SBDM Committee identified available resources within SSISD as part of the comprehensive needs assessment, that can be used for ACE Programming. Specific resources include:

- The cafeteria at each campus center will be used for students to eat their nutritious after school snack
- The library at each campus center will be open to working families in the evening so families can participate in family literacy programs
- The classrooms at each campus center will be used to offer academic, enrichment and family activities and programs
- The computer labs and portable iPad labs at each campus center will be used for academic and enrichment activities
- The gymnasium at each campus center will be used to offer recreational and fitness activities
- SSISD school buses will be used to transport students to and from the Center
- SSISD facilities will house the Project Director, Site Coordinators, and Family Engagement Coordinator
- SSISD facilities will house the Family Resource Center
- Elementary playground will be used for outdoor activities

The SBDM Committee also developed the ACE Program to respond to the specific needs of students, as identified through the comprehensive needs assessment, and **NOT** be a one-size-fits- all program.

Needs	Proposed Program to be Carried Out
Priority 1 – Increase Academic Performance among subgroups of students most in need (eco-disadvantage, at-risk, ELL/ESL, highly-mobile, homeless, minority and special education students) as they are low performers on state assessments	Before school programs include homework assistance and reading time. After school program includes snack, individualized and tailored instruction that reinforces the skills taught during the school day. Program will include specific academic supports for students with learning disabilities or those who need to build English language skills. Summer school program will offer engaging activities to reinforce concepts learned during the school year.
Priority 2 – Increase School Day Attendance as current attendance rate is 96.8%	The before school program will provide students with opportunities to get help with homework if they were unable to complete it the night before and/or have teachers check their work for accuracy and concept mastery. After school programs will include engaging enrichment activities such as art, music, chess club, martial arts, cooking, photography, fitness/recreation, character education, counseling, and drug prevention. These activities will be fun and will encourage students to come to school during the day so they can participate in ACE programs.
Priority 3 – Decrease Code of Conduct Offenses because 17 students have anywhere from 1 offense to as many as 9 offenses	The after school programs will result in fewer discipline incidents reported as <i>The Leader in Me</i> program will focus on leadership training, self-esteem, relationship skills, decision-making skills, resolve conflict, and reduce school bullying and violence.
Priority 4 & 5-- Increase Promotion and Graduation Rates	The after school and summer programs will result in increased promotion and graduation rates through credit-recovery and credit acceleration programs; small group and individual instruction; and intensive STAAR remediation; and align activities with high school/college entry requirements to promote graduation and post-secondary enrollment.
Priority 6 – Increase working Families Involvement	Family programs offered in the evening to accommodate working families will increase family involvement as activities will include family reading nights and open the computer lab and library in the evening for families to engage in educational activities.

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Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SBDM Committee used the Texas ACE Blueprint for Cycle 9 as a reference tool in developing this grant application. The Texas ACE Blueprint outlines a framework of best practices as well as evidence-based practices. The San Saba ACE Program is fully committed to ensuring that all activities selected will adhere to following:

Best Practices -- ACE Program Staff to Communicate with Campus Staff

- Project Director and Site Coordinators must be familiar with the academic performance of students on that campus as well as the activities, gaps, and opportunities that exist, which can be addressed through extended learning opportunities;
- Project Director and site Coordinators will meet the campus principal to ensure all ACE programs and activities complement and align to meeting the Campus Improvement Plan (CIP);
- Project Director and site Coordinators will meet with the school-day teachers to ensure all ACE programs and activities complement and align to the school day;
- Site Coordinators will meet with parents as needed to discuss individual student needs;

Best Practices -- Activities Complement and Enhance Academic Performance, Achievement, Postsecondary and Workforce Preparation and Positive Youth Development

- Activities must reflect "interest" of students and families as identified through student/family surveys, focus groups, and interest inventories to regularly determine what targeted program participants want from the out of the extended learning program;
- Activities meet the Texas ACE Four Components: 1) academic support; 2) enrichment opportunities; 3) family engagement and education; and 4) college/career prep;
- Activities align to national and state standards (Texas Essential Knowledge and Skills, Technology Applications TEKS, English Language Proficiency, Texas College Readiness, and Partnership for 21st Century Skills)
- Activities are engaging through Global Learning, Project Based, Learning, Field Trips, Service Learning, Technology, Cooperative Learning)
- Activities include *The Leader in Me* character education program

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable as San Saba ISD does not intend to use volunteers, or senior volunteers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

All seven (7) San Saba ISD Board of Trustees are fully committed to sustaining the San Saba ACE Program after funding under this program ends. The SSISD Board of Trustees will work directly with Community Advisory Council, (district-level representatives; representatives from each campus/center, parent(s), and teachers; representatives from the community San Saba Youth Sports, Texas A&M Agrilife Extension Office, and other related community partners) to engage in a thoughtful and coordinated sustainability planning process to successfully develop plans for continuing and expanding literacy programs for a very long time. Though SSISD committed to offering extended learning programs, services, and supports, the specific activities to be sustained must produce desired student outcomes. The desired student outcomes will be identified through the evaluation process and analysis of how budget funds are spent and results attained. For those programs, services, and supports that produce desired student outcomes, we will fund them through federal, state and local funding. Continuing a project also involves securing future funding. San Saba ISD has committed to immediately begin looking for funding sources to sustain an extended learning project over the long term. The superintendent and business manager will be responsible for securing matching funds and other funds in order to sustain the program. The superintendent and business manager will update the Board of Trustees and CAC each quarter as to the status of securing and budgeting matching funds and future funds to sustain the program. The sustainability plan will include an assessment of what this grant initiative is trying to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints and resources, and the development of a sustainability plan.

Attached is the San Sab ISD Board of Trustee Letter of Support with original signatures

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Once this 21st CCLC application is approved, SSISD will create a Community Advisory Council (CAC) to advise on community needs for the program over time and coordinate local resources for the continued success of students and families enrolled in the program. Members of the CAC will include district-level representatives; representatives from each campus/center, parent(s), and teachers; representatives from the community San Saba Youth Sports, Texas A&M Agrilife Extension Office, and other related community partners.

The CAC will meet quarterly to evaluate the extent to which the San Saba ACE program activities are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the project is having on the program participants. As part of the evaluation process, the Committee will continuously:

- 1) Solicit feedback.
- 2) Monitor the extent to which activities of the project were implemented as planned.
- 3) Assess the effectiveness of the activities in achieving the goals and objectives of the project and in meeting performance measurements.
- 4) Monitor and assess the impact of the project activities on all participants.
- 5) Extent to which the performance targets were met.
- 6) Provide ongoing monitoring which leads to reflective thinking, program change and continuous improvement.

The CAC will make adjustments to the program activities, curriculum, instruction, assessments, facilities, technology, professional development, budgeting and parent involvement as needed based on student data. All changes made at meetings will be carried out by the Project Director, Site Coordinators and FES. Students and their families will also have an opportunity to provide comments, suggestions and feedback regarding the project activities at school-sponsored meetings or through email correspondence with administrators. All CAC meetings will be documented through agenda's, sign-in sheets, and minutes.

To increase program awareness, the CAC will work directly with the San Saba ACE Program Staff (Project Director/Site Coordinator and Family Engagement Specialist) to increase awareness of the program through disseminating information about the Centers, using a variety of formats, to the community in a manner that is understandable and accessible. This will be done through local newspaper, flyers, brochures, newsletters, and school and other local websites. The CAC will develop materials in Spanish and English with descriptions about the types of services that are provided at the Centers and availability of transportation to and from the Centers. Also, they will advertise the advantages of the ACE Program, academic standards and student performance. Speaking at local community groups and highlighting the ACE Program will personally involve the CAC members. The CAC will promote and facilitate partnerships among the communities that will secure adequate and sustainable funding. The CAC will discuss and publicize issues of concern and success in regards to the local schools and the community. They will invite businesses and community organizations to the after school programs to participate by providing assistance and guidance to the students and parents while allowing these organizations to become closely involved with the community after school programs.

"Sustained change in student academic performance can only occur when a cohesive, quality-based, unified system of teaching and learning is understood by all stakeholders" (Allen, J. 2005). The community stakeholders have committed to work to sustain the project through community support, recruitment of other community members and businesses as well as recruiting students and parents to the program. Therefore, the CAC ensures that the stakeholders in the community will assist the centers in developing outreach programs to recruit additional partners, business support and services providers with the capacity and resources to sustain the ACE Program.

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Saba ISD recognizes that effective administration and management of this program requires strong leadership skills, management experience, and an understanding of disadvantaged communities. Leadership should not reside with one individual, but a team approach to planning and decision making allows for distributive leadership (Marzano, 2003). The San Saba ACE Program will be managed through highly-qualified staff, effective communication, a variety of objective assessments and research-based training. All management pieces will "fit together" in order to implement the project according to 21st CCLC fidelity.

Staffing – The quality of center staffing is crucial to the success of after school programming (Vandell et al., 2005). The ACE Program Staff (Project Director/Site Coordinator & Family Engagement Specialist) will use their education, knowledge, skills and experience gained from other funded projects for the successful campus implementation and sustainability of this project. They will work together to efficiently and effectively plan, implement and oversee all San Saba ACE Program activities. They will also evaluate a variety of student data, allocate 21st CCLC grant funds on-time and within budget, collaborate with community partners who will deliver services, and schedule and participate in ongoing trainings and technical assistance. They will also participate in an extensive evaluation and will make reports to the Community Advisory Council, San Saba School Principals, and San Saba ISD Superintendent. The Project Director will make quarterly reports to the SSISD Board of Trustees.

San Saba ISD teachers will be employed as ACE Teachers. Therefore, they are required to participate in all required professional development, aimed at aligning afterschool programs or activities with daily classroom instruction; support ACE lesson planning and use of data to guide instruction, and observe and provide feedback on instructional delivery.

Communication – the Project Director will supervise all ACE staff, including the Family Engagement Specialist and the teachers/staff involved with the program and will interact with and provide data and information to the independent Evaluator. The Project Director will conduct a weekly staff meeting with the entire project staff. The purposes of the staff meeting will be to: a) troubleshoot problem areas on specific campuses or program-wide; b) share what's working; c) analyze performance data and student and parent-level outcomes; and, d) review ACE requirements (both state and federal) and monitor program compliance. Problems or issues that cannot be resolved at the staff team level will be brought to the attention of the Superintendent.

Assessments – data collection and reporting is essential to the project. The Project Director/Site Coordinator along with the assistance of the External Evaluator will collect student data (PEIMS, grades, attendance, behavior, rates, state assessments, and participation in ACE program activities) and adult data (census and community data & participation in ACE program activities) to be entered into the Tx21st, which is the 21st CCLC Training and Reporting System for submission to the U.S. Department of Education. They will adhere to the Family Educational Rights and Privacy Act (FERPA) and will review and approve data to ensure it is entered into the system accurately and on-time.

Trainings – ACE Program staff will attend trainings, conferences, workshops, meetings and other technical assistance trainings as requested by TEA. In addition, the after school and summer staff will also attend meetings, professional development, and other relevant trainings related to improve academic performance to large percentages of economically disadvantaged, at-risk and minority students and how to engage students in critical thinking.

It is also important to note the Project Director/Site Coordinator will also:

- conduct ongoing internal monitoring of the programs to ensure compliance with TEA requirements
- provide feedback to the programs through site visits, data reviews, surveys, etc...
- maintain copies of the approved application and all amendments in order to be fully informed of the grant requirements and to implement the San Saba ACE program according to fidelity.
- ensure the program staff participates in program surveys and needs assessments; and
- use the Texas ACE logo and outreach materials as well as comply with Texas ACE branding guidelines as outlined by TEA.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: San Saba Elementary

9 digit campus ID#

206-901-101

Distance to Fiscal Agent (Miles)

1

Grade Levels to be served (PK-12)

K-4

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

150

Number of Adults (parent/ legal guardians only) to be served:

75

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name: San Saba Middle School

9 digit campus ID#

206-901-041

Distance to Fiscal Agent (Miles)

1

Grade Levels to be served (PK-12)

5-8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

75

Number of Adults (parent/ legal guardians only) to be served:

40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Saba ISD has a successful history of coordinating funds to better serve the needs of students. **This project will be no different.** SSISD has determined they can coordinate 21st CCLC grant funds with Federal Title I, Section 1114 (Title 1) funds and State Compensatory Education funds. They can do this because both the Elementary School and Middle School are eligible for schoolwide programs under Title 1 and State Compensatory Education Programs. Currently, SSISD uses Title 1 and State Compensatory Education Program funds to fund a 20 day summer school programs for students who fail a STAAR exam or a core course for the school year. SSISD intentions are to coordinate the Title 1 funds and State Compensatory Education funds with 21st CCLC funds in order to maximize funding and offer new and first-ever extended learning program programs to students and their families along with expanded programs.

The San Saba Site Based Decision Making Committee, through a comprehensive needs assessment, has identified specific students who are most in need of academic assistance and will be recruited to participate in the ACE program.

Those targeted students include:

- Economically Disadvantaged
- At-risk
- ELL/ESL
- Highly-mobile
- Homeless
- Special Education
- Along with students who have excessive absences, have been truant, suspended or expelled.

In August 2016, after the beginning of the school year, the Project Director and Site Coordinators will compile an initial list of students who meet or more of the above mentioned criteria. Those students and their families will be actively recruited to participate in the program. It is important to note that student participation in the ACE program is voluntary.

Throughout the year, classroom teachers will refer students to the ACE Program based upon their grades and test scores in the core subject areas.

Also, the school counselor and Principal may refer students to the ACE program based upon excessive absences, have been truant, suspended or expelled.

Once the targeted students are enrolled, other students may enroll in the ACE Program as space is available.

A Kick-Off event at each campus will showcase the exciting project-based learning activities that will be offered as well as emphasizing that the overall climate of the extended learning programs will be educational, engaging, supportive and respectful.

To track and retain students, San Saba will use the Tx21st system to track and record daily attendance through computer-based sign-in sheets. For students whose attendance drops-off the Project Director, Family Engagement Specialist, Principal and teachers who share in the responsibility of reaching-out to students and their families to encourage them to attend activities. We see as a major way of retaining and engaging students is focus on parent engagement. Parents and family members who regularly visit the on-campus parent rooms and participate in engagement activities will be asked to serve as parent leaders who will then reach out to other families in the school community.

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County-district number or vendor ID: 206-901

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Elementary Center will operate with a Site Coordinator and staffed with four (4) certified teachers. Community organizations such as the Texas A&M Agrilife Extension, San Saba Youth Sports will contract to deliver single programs. School Year Schedule: September 6, 2016 – May 19, 2017

Weeks - 29

Hours – 12.5 hours a week

Days of the Week- Monday through Thursday

Summer Schedule : June 15, 2017 – July 28, 2017 (Priority Points)

Weeks - 6

Hours – 16 hours a week

Days of the Week- Monday through Thursday

Middle School Center will operate with a Site Coordinator and staffed with three (3) certified teachers. Community organizations such as the Texas A&M Agrilife Extension, San Saba Youth Sports will contract to deliver single programs. School Year Schedule : September 6, 2016 – May 19, 2017

Weeks - 29

Hours – 12.5 hours a week

Days of the Week- Monday through Thursday

Summer Schedule : June 15, 2017 – July 28, 2017 (Priority Points)

Weeks - 6

Hours – 16 hours a week

Days of the Week- Monday through Thursday

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ensuring student safety is an important part of the San Saba ACE Program. the San Saba Advisory Council will review the San Saba ISD Safety Plan and make recommendations on further safety procedures needed as part of students participating in before school, after school, and summer programming. An ACE Safety Plan will be adopted prior to the start of ACE programming by the Community Advisory Council. A copy of the ACE Safety Plan will be disseminated to the Project Director, Site Coordinator and ACE staff as part of their ACE program training. ACE staff will not be able to deliver ACE programs until they have completed safety training. Training will focus on:

- Student safety in traveling to and from the Center
- Written policy for emergency closings during inclement weather
- Provide student, family and staff security during ACE programs by locking all doors.
- Participate in drills for evacuation, tornadoes, fires, and lock down.
- Policy in place to contact the fire department, in case of fires, explosions, toxic fumes and notify parents
- Respond to a student's injury and illness by contacting parents and medical staff
- Students returning to Center after an injury or illness
- Administer prescription and non-prescription medication, including parental consent, labeling and storage
- Incidents of poor behavior among students or their families

Each student/family participating in ACE programs will receive a copy of the San Saba ACE Program Safety Plan. They will be required to sign a form documenting they received a copy of the Safety Plan before they can participate in ACE activities. Student sign-in – As each student begins an ACE activity they will be required to sign a sign-in sheet. This sheet will be used to track their activities and location.

Student sign-out – Each student participating in the ACE program must complete a form designating all persons who may pick them up from ACE programming. This form will be on file with the Site Coordinator. Authorized persons must enter the building to pick up and sign-out their child. Children will be released only to authorized persons who can provide proper identification.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The San Saba ACE Programs activities will fully support students' specific needs while they are participating in the before school, after school and summer activities, specifically,

San Saba ISD fully understands the importance of the ACE Program aligning with the school day as it:

- allows opportunities to strengthen the relationship between ACE goals and the school days for students;
- increases benefits for the students served by the ACE Program;
- increase the effectiveness of the ACE Program; and
- can help the Elementary and Middle School Campus reach its Campus Improvement Plan goals.

To align ACE activities with the school day will require the ACE Project Director and Site Coordinators to be familiar with the baseline academic performance of each "targeted" student as documented through the 2014-15 Texas Academic Performance Report, 2014-15 PEIMS data, and 2014-15 district/campus data collected by the SBDM Committee as part of the comprehensive needs assessment. The PD and SC's will review this data in August 2016 and will meet with the campus leaders, teachers and appropriate committees on a regular basis to diagnose students' needs and interests.

ACE Program will reinforce and complement the regular school day program by:

- Aligning with and use the school day curriculum and software
- Supporting student skill-building and mastery;
- Exposing students to meaningful academic content that supports the mastery of the TEKS; and
- Providing opportunities for students to practice skills through engaging and interactive activities.

It is important to note that SSISD is firm in their belief that ACE activities offered will NOT consist of worksheets just to keep the students busy. Instead, they will consist of meaningful activities with intentional learning objectives and substantive enrichment activities and family support structures.

Also, the activities must use the evidence-based activities found in the Four Component Activity Guide found in the Texas ACE Blue Print. And the activities must represent the student's interest based upon students participating in focus groups, interest inventories or completing surveys.

San Saba ACE will also require activities to meet these best practices:

- All activities must be a minimum of 45 consecutive minutes in length.
- Use the Texas ACE Activity/Unit and Lesson Plan Worksheets found in the Texas Ace Blueprint
- Academic activities must be delivered by highly-qualified teachers
- Enrichment activities must be delivered by highly-trained persons
- Activities will be supervised by the Site Coordinators and Project Director

Furthermore, the instruction strategies must be innovative instructional strategies and include:

- Interactive instruction
- Cooperative learning
- Project-based learning
- Service learning
- Inquiry based learning

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Because this project targets students who are economically disadvantaged, at-risk, ELL/ESL, highly-mobile, homeless or participate in special education programs, it is these subgroups of students who are at-risk of academic failure or dropping out of school.

In targeting these students, it is very important for the ACE Program instruction to be centered around the academic and developmental needs of these students. San Saba administrators recognize that students most in need typically do not learn academic concepts in the same ways as "traditional" students. With that in mind, the ACE activities offered must be planned according to the specific needs of these students and not the needs of traditional students.

The San Saba ACE Program will require students to receive small group and individual instruction with materials and an instructional sequence that meets individual student needs. ACE teachers will adjust the lesson pace so that it is slow and deliberate and more intensive. The teachers will pace the lessons by focusing on a single concept. Teachers will also focus only on reinforcing a specific skill rather than re-teaching the same lesson they received during the school day.

Students in one-on-one and small group learning will also have more opportunities to practice and respond. This type of instruction will also give students feedback based on their individual responses and mastery is based on individual learning progress and teachers can also provide immediate and individualized feedback.

San Saba expects a staff to student ratio of 1:15 at the Elementary School Center and a staff to student ratio of 1:10 at the Middle School Center. With a small staff to student ratio, the staff can effectively deliver instruction in small groups and to individual students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Saba developed the ACE program around the premise that successful community-oriented school programs actively engage students and their families in learning. The first-ever Family Engagement Specialist (FES) will be hired to create and encourage and support families to participate in their child's education and strengthen the skills they need to support their child's academic growth and success. The FES will work part-time (20 hours per week) to coordinate and plan meaningful, high-quality family and community involvement at the Elementary Center and Middle School Center. The role of the FES will be to create a community oriented school by 1) Conducting needs assessments/surveys to determine the types of activities to offer families and working families based upon their specific need; 2) Designing and distributing all outreach and communication materials to encourage families to engage in literacy and education programs; 3) Coordinate with the Project Director and Site Coordinator's to recruit and assist families; 4) Budget and order materials for family activities; 5) Coordinate with community partners; 6) Maintain regular communication with all families through a Family Communication Log; 7) Provide outreach and service referrals to address family needs that may be preventing students from achieving academic success; 8) Maintain a Family Resource Center where families can check out books, videos, and educational games and materials; 9) Evaluate programs offered; and 10) Attend at least one conference on family and parent involvement.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The FES will coordinate with the Project Director and two Site Coordinators to recruit and assist parents to:

- Play an integral role in assisting in their child's learning;
- Be actively involved in their child's education at school; and
- Become included in decision making and serve on advisory committees.

As for recruitment, each Site Coordinator will provide a list of students enrolled at their center to the FES and update the list on an ongoing basis. Using this list, the FES will continually recruit families to participate in ACE programs through a variety of contact methods such as phone calls, flyers, letters mailed to home (in home language), emails, face-to-face meetings, etc... The Project Director and Site Coordinators will also assist in the coordination of family engagement strategies for all centers by doing the following:

- Meet on a regular basis to collect, analyze and share student/family data
- Identify community partners who can assist the FES with delivering family services and supports to each of the two centers.
- Offer programs at their center that assists families with academic pursuits, career readiness, parenting skills, building literacy, making meaningful connections in the school community and collaborating organizations and personal skill building.
- Coordinate services with programs within San Saba ISD including the Parent Teacher Organization (PTO).
- Coordinate with other district and campus personnel such as counselors, teachers, principal, Title 1 coordinators.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ALL family engagement activities will be offered in the evening at the Elementary Center or Middle School Center to accommodate families and working families.

All activities are focused on creating a community-oriented school where the activities help families support their children in school, develop parenting skills and building literacy, make meaningful connections and develop relationships in the school and community organizations, and improve personal growth and lifetime learning. The activities include:

Family Reading Programs – will be offered at the Elementary Center to provide meaningful opportunities for families to engage in reading and enable students to improve their reading skills including vocabulary, fluency and comprehension. Families who attend the Family Reading Program will receive a book to take home. Research indicates that students who read for 20 minutes outside of the regular school day will improve their reading skills, leading to improved academic performance in core subjects.

Family Literacy Programs –GED and/or ESL programs will address the large numbers of adults living in San Saba who do not have a high school diploma and/or need assistance in learning the English language. Furthermore, these literacy programs will help to break the cycle of poverty and illiteracy that exists in San Saba by improving the educational opportunities low-income families by integrating adult literacy or adult basic education into a unified family literacy program.

Family Involvement Activities – These activities will increase the number and types of opportunities for parents to play an integral role in assisting in their child's learning and be actively involved in their child's education at school. Activities include Open House, Make It and Take It Night (arts and crafts), Turkey Trot (walk) at Thanksgiving around the Track, and Book Fairs.

Parenting Workshops -- Parents will learn effective strategies on how to actively involved with their children's learning and development.

Parent Leadership Programs – Parents will be informed on the different types of decision making and advisory committees available within their child's campus and within the school district. This program is aimed at increasing the number and types of parent involvement who are involved in the San Saba PTO, serve on site based decision making committees and other advisory committees.

College and Career Night – Area college and universities present a College/Career programs to families. This program will take place and will be a convenient and informative way for families to learn about college and career options without having to travel away from San Saba. This is important because many families in San Saba are economically disadvantaged and do not have the financial resources to visit area colleges and universities.

Computer Night – Families will be given the opportunity to use computers in the evening to assist in their child's learning and be actively involved in their child's education at school.

In addition, the Family Resource Center will be a dedicated space with materials, notices, pamphlets, and resources families can access for information about events, services or opportunities within the school and community. Families can gather information regarding their specific need such as housing assistance, food assistance, nutrition, medical/mental health programs, childcare, health and wellness, etc.. There will be a computer and printer at the Family Resource Center with Internet Access so parents can search and print information. The intent is for the Family Resource Center to strengthen the relationship among families the school and community.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 206-901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 206-901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 206-901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 206-901

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 208-901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 206-901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 206-901

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 0

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating: 0

Total nonprofit students participating: 0

Total nonprofit teachers participating: 0

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 206-901

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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